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ABSTRACT

To gather information on how the business education curriculum in secondary schools is being affected by changing trends, questionnaires were sent to State and local business education supervisors. Some aspects of instructional innovations are discussed based on the responses gained from the national survey, particularly the responses of 78 local supervisors directly involved with high school programs. Business education has become an important part of the general education of students and more courses in this area are being offered. To meet employment needs of various industries new courses are being taught on word processing, micrographics, reprographics, electronic calculators, and data processing. Job training for students in some schools is being achieved through simulation, block-time patterns, and performance-based business education. Changes in business education curriculum have also been the result of greater emphasis now being placed on career education, human relations in business, metrication, recordkeeping, vocational youth organizations, and individualizing teaching and learning. The discussion of these changes in business education is supported with brief descriptions of actual high school programs. (Author/EC)

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CURRICULUM Report

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Updating Business Education Programs

New Times, new responsibilities

In business education it is not just a case of "business as usual," for the changes taking place in this curriculum field reflect the many changes going on in the world of which business is a part. The daily needs of people are not the same as they were only a few years ago--employees have new attitudes and expectations about their jobs; technology is changing business and the business office, as it is changing just about everything else. How the secondary school business education curriculum is being influenced by changing social, economic, and technological conditions is the subject of this Curriculum Report.

Recently, a questionnaire was sent to state and local supervisors of business education around the country to obtain information on the kind and frequency of innovations being made in this instructional area. The discussion that follows draws on that national survey, especially on the responses of 78 local supervisors directly involved with high school programs. (A full report of the findings of this inquiry will appear in one of the publications of the National Business Education Association.)

Business education, a common need

Writing letters and reports, preparing income tax returns, buying insurance, arranging credit, using banking services, and coping with many other economic components of daily living are inescapable aspects of everyone's life. Responding to these common needs, business departments are opening their basic courses to all students, not just to young people concentrating in the field. And for such students they are establishing performance standards that are use-oriented. Of the local supervisors who responded to the national inquiry, a substantial majority reported the availability of a variety of business courses on an elective basis to students in other programs. The courses and frequency reported were:

Typing	95%	Bookkeeping and Accounting	92%	Business Math	82%
Shorthand	90%	Basic Business	90%	Business Law	74%

Because business and office skills are needed in all contemporary vocations, secondary schools are now providing essential business backgrounds for young people

who are looking forward to becoming shop owners, electrical contractors, beauty parlor operators, motel keepers, TV repairpersons, and workers and managers in a myriad of other occupational lines. To illustrate, city supervisors were asked if their schools had instituted a number of "units or courses and articulated them with other occupational clusters for prospective owners and operators of small enterprises in areas such as food services, trades, health services, personal services." The topics named and the frequency of affirmative responses were:

- Typing applications 44%
- Communications 41%
- Bookkeeping and recordkeeping 56%
- Filing and office procedures 46%
- Business law and principles 33%
- Business math 44%

To generalize, business education is coming to be thought of as a valuable feature of the general education of all students, not merely the path to vocational specialization for certain students.

Akin to the foregoing is the increased responsibility that business educators, along with other faculty members, are assuming for the teaching of consumer economics. This responsibility may be exercised in various business education courses through special attention to such topics as the preparation of budgets, installment purchasing, home ownership, and insurance. Courses are also likely to take up such other consumer-related matters as metrication, consumer rights, and writing agreements. Additionally, in many schools business teachers are members of an interdisciplinary team that may be responsible for consumer education on a school-wide basis.

The frequency with which such consumer-related issues are being taken up in business education programs is shown by a sampling of inquiry responses from city supervisors: consumer rights (79%), truth in lending (79%), writing understandable contracts (54%), and governmental controls related to consumer rights (74%).

Classroom teaching is not the only way in which business education teachers are contributing to the development of informed consumers. Here is one example of that broader reach.

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FENTON HIGH SCHOOL, 1000 West Green St., Bensenville, Ill. 60106.
Contact: Les R. Dlabay, consumer education teacher.

Les Dlabay sponsors FACT (Fenton Action Consumer Team), a high school youth group. This group publishes a newsletter containing consumer information, including some product evaluation and price comparisons. They also maintain a consumer information resource center.

Technology brings changes in business education

Technology applied to business operations is both changing the character of many existing office positions and creating numerous new office processes and positions. Business education is being modified to parallel these developments. Here, then, are a few examples of these new technological applications together with new business education courses or units that have been instituted in some schools as a result of them.

Word Processing. A number of business organizations are installing word processing (WP) centers where a few employees use the latest in automated equipment to transcribe letters, memoranda, reports, and other documents dictated by managers and other professionals in the organization. Impetus for the establishment of WP centers came from the development of automated, self-correcting, programable typewriters.

To meet the increasing need for employees trained in WP, more and more schools are setting up word-processing labs that integrate advanced typing, machine transcription, and automated typing. Some schools that cannot afford to purchase or rent automated typing equipment are doing a reasonably good job of simulating WP centers, using only selectric typewriters and desktop transcribing machines. Still others are providing students with on-site training in WP through cooperative or special work experience programs. (About half of the school systems represented in the survey now have complete word processing programs.)

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Three schools in Connecticut that provide training in automated word processing as part of their secretarial programs are:

NORTH HAVEN HIGH SCHOOL, North Haven, Conn. 06473. Contact: John Nigro.

NORWICH FREE ACADEMY, Norwich, Conn. 06360. Contact: Donald Turcotte.

STRATFORD HIGH SCHOOL, Stratford, Conn. 06497. Contact: Marie McCormack.

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In Nebraska, where the majority of WP centers are located in two metropolitan centers, teachers in remote areas often are unable to visit these centers. Therefore, the state Business and Office Education Division provides teachers with inservice training in word processing via two half-hour TV presentations. In this way teachers are able to provide their students with up-to-date information on WP.

Contact: Ann Masters, director, Business and Office Education,
233 South 10th Street, Lincoln, Neb. 68508.

- Micrographics. Many business organizations today are storing all their records, including accounting records, in microform to save time and space in storing and retrieving, another instance of the impact technological advances are having on business and office operations.

Because microforms (microfilm, microfiche) are becoming prevalent, office workers must have an understanding of such aspects of micrographics as how to establish retention schedules, how to purge files of unnecessary information, how to prepare records for microfilming, and how to use various microform retrieval systems. In the national survey, 22 percent of the state and local supervisors of business education reported that programs for which they were responsible included units on such topics. (These units were found most often in secretarial and clerical office programs, but also in accounting and data processing programs.)

- Reprographics. The proliferation of new types of reproduction equipment is having a tremendous influence on the office by making possible the quick copying and distribution of documents at a fairly reasonable cost. Managers are faced with decisions regarding the type of reprographic system best suited to their organization and the kind or kinds of equipment to purchase. And office workers must decide which type of available equipment is best suited for each reprographic job for which they are responsible.

Some schools now are including in some of their business education courses topics such as (1) ways to paste up copy for duplication to avoid retyping, (2) cost factors to be considered in making decisions on methods of copy preparation and duplication to use for specific jobs, and (3) specific ways in which office workers can help to keep duplication costs under control.

In office management courses, students study the factors that managers must consider when making decisions on types of reprographic equipment to purchase and on whether the equipment selected should be centralized or decentralized within the organization. And, increasingly, business teachers are placing emphasis on the study of flow-of-work and cost control procedures within various reprographic systems, as well as in all aspects of office work.

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DIVISION OF VOCATIONAL-TECHNICAL EDUCATION, State Department of Education, State Office Building, Montpelier, Vt. 05602.
Contact: Charles L. Guatney, Consultant.

Vermont has nine "Vi-Com" programs to promote elementary job skills in reproduction, audio, and visual fields. Students provide all reproduction services for their schools, and they also do outside work, using advisory committees to avoid conflict with local businesses.

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NORFOLK TECHNICAL VOCATIONAL CENTER, Norfolk Public Schools, 800 East City Hall Ave., Norfolk, Va. 23510.
Contact: Judith Scharle, chairperson, Reprographics Program.

Judith Scharle heads a total reprographics program that uses a computer system, magnetic card and tape equipment, etc., for copy preparation. Students use various types of duplicating equipment. They also learn how to "cost out" reprographic jobs.

■ Electronic Calculator. Electronic calculators, as every reader of advertisements knows, are available in many models and in a wide range of prices, so before long nearly everyone will have access to one for personal or business use. (As both reminder and reassurance, it must be remembered that the calculator does not eliminate the need for basic mathematics operations any more than the typewriter eliminated the need for handwriting. Furthermore, competence in basic math processes makes learning calculator skills easier.)

Office machine instruction is being modified to place greater emphasis on the electronic calculator as a tool in solving business problems. Such instruction is being given in courses that are devoted solely to the electronic calculator as well as in courses that combine instruction on this instrument with instruction on other adding and calculating machines.

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DEPARTMENT OF BUSINESS EDUCATION, Virginia Polytechnic Institute and State University, Blacksburg, Va. 24061.
Contact: Jeffrey R. Stewart; professor of business education.

Stewart, in cooperation with Virginia high school teachers, has developed a unique calculating machine instructional program that effectively teaches applications of calculators rapidly on an individual-progress basis. Students who will need high skills as 10-key touch operators are given an intensive module, either before or after the applications program.

■ Data Processing. Data processing has become so much an integral part of modern business operations that most post-secondary and a steadily growing number of high school business curricula now include instruction in data processing. In many schools this instruction is integrated with accounting and with the study of the management of retail businesses. However, because of the need for practically all workers in the very near future to be familiar with the basics of data processing, an introduction to this field has also become popular as a separate course.

Since data processing hardware is expensive and quickly becomes outdated, many high schools offer introductory courses with little or no hardware. Some schools are able to provide hands-on experiences for their students through cooperative work experience placements. Others introduce the concepts of storing, manipulating, and retrieving data through terminals that are connected with computer hardware located elsewhere.

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WOODROW WILSON HIGH SCHOOL, 400 Mansell St., San Francisco, Calif. 94134.
Contact: Eugene Muscat, head of the Business Department and of the EDP Resource Center.

Eugene Muscat manages a program of instruction in data processing that enables a large number of students to obtain entry-level jobs in industry immediately on graduation from high school. The students in this program reinforce their learning of data processing concepts, data entry, computer operations, and programing by working as a service bureau for the administrators of the San Francisco Unified School District.

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LAKELAND COMMUNITY COLLEGE, Mentor, Ohio 44060.
Contact: David McKelvey, director of the Business Technologies Division.

McKelvey directs a hands-on program which thoroughly integrates data-processing with accounting. An advisory committee assists with the development of this program, and makes certain that students are appropriately placed when they finish. Division staff members advise nearby vocational high schools on their EDP programs in order to articulate them fully with the college program.

More realism in learning experiences

A steadily growing number of business teachers are giving their students realistic job training through career simulations and block-time plans. In a recent survey of 30 state supervisors, 95 percent replied that simulations are being used by business teachers in their states, and 86 percent stated that several business departments now operate block-time programs.

■ Simulations. Basically, two types of office simulations are used. One is a flow-of-work simulation in which work is processed through a simulated organization much as it would be in a real-life situation. The second is a position simulation in which all students assume particular career roles such as clerk typist, secretary, and administrative assistant. In simulations of this kind, students are often given a variety of office tasks in the form of "incoming mail" which must be processed. Simulations of these kinds can be obtained from commercial publishers, but "homemade" ones can also be very effective teaching/learning tools.

In flow-of-work simulations, as students move from one position to another they not only get hands-on experience in a variety of jobs, but also come to see the office from a variety of perspectives--supervisory as well as subordinate. Furthermore, they learn how to transfer basic skills to a variety of jobs.

BUSINESS EDUCATION PROGRAM, Georgia State University, University Plaza, Atlanta, Ga. 30303. Contact: Harriett McIntosh, coordinator.

Harriett McIntosh uses both flow-of-work and position simulations with her secretarial procedures and management classes. Also, in her role as teacher educator, she helps high school teachers incorporate simulations in their courses.

- Block-time Patterns. Generally, students enter block-time programs after they have acquired fundamental skills in such areas as typewriting, recordkeeping, and shorthand. Two examples will suggest the common forms of block-time patterns.

BRIGHTON HIGH SCHOOL, Brighton, Mich. 48116.
Contact: Judy Jaukkari, office block teacher.

Judy Jaukkari and another teacher make up the teaching team for an office block-time class. After students in the class have explored various office careers, each of them prepares a career ladder and studies topics listed in the curriculum guide for the occupation he has selected.

REGIONAL CAREER TRAINING CENTER, Ypsilanti, Mich. 48197.
Contact: Artemis Alex, office block teacher.

Artemis Alex teaches a 150-minute block-time course. In this course, each student selects one of 15 office jobs for which training is offered. Then, the student and teacher contract for the work that the student will complete.

- Performance-based Business Education. Performance-based business education programs are on the rise. A comment on what is happening in this regard in our most populous state illustrates this trend.

In CALIFORNIA, over 70 percent of business programs in both office and distributive education have moved to a performance base. The vehicle for change was the California Business Education Program Guide for Office and Distributive Occupations, which for the first time delivered a full system in performance-based vocational education.

A basic core of vocational skills for all students at the secondary level may well be the next major emphasis in our field. Recent studies and curriculum designs have focused on this issue. Specifically, this core of skills would develop competencies that are generic to all occupations, thereby increasing the time subject-matter programs could devote to specific occupational skills.

Contact: Brent R. Aiken, chief, Bureau of Business Education, Department of Education, State Education Bldg., 721 Capitol Mall, Sacramento, Calif. 95814.

- On-site Learning and Teaching. There is nothing better for students and the teacher than to be directly involved with the business and industrial community. One way is through mini-experiences in that community.

FREMONT UNIFIED SCHOOL DISTRICT, Fremont, Calif. 95438.
Contact: James Mayo, director of Career Education.

Fremont offers a nonpaid Exploratory Work Experience program which allows students to earn graduation credit by spending 18 clock hours at an employment site investigating, for example, the work of legal secretaries in an attorney's office. A student there would look for answers to such questions as: "How do legal secretaries secure their positions?" and "What are the duties, requirements, and the work environment?" Students of retailing observe top salespeople display and promote merchandise and manage inventories. The student may repeat the 18 hours if needed to gain additional career information.

In advanced programs in accounting and data processing, where enrollment may be comparatively small and the equipment costly, arrangements are many times made for students to learn at a business site, with an employee of that business becoming the teacher.

SANTA BARBARA SCHOOLS, Santa Barbara, Calif. 93101.
Contact: Charles C. Brady, director of Career Education

Brady arranges part-time teaching credentials for a business employee so he or she can be an instructor for high school students studying, for instance, real estate sales or special applications of data processing.

CHICAGO BOARD OF EDUCATION, Chicago, Ill. 60601.
Contact: Jack Adams, supervisor of Business and Office Education.

Jack Adams directs co-op programs in which high school students receive credit for a third year of accounting by learning on the job, meanwhile being supervised by a teacher from their home high school.

New concepts, new emphases

Five of the many other respects in which contemporary life and times are stimulating curriculum changes in business education are commented on in the next few pages.

Career Education. Recently, a national business and office career education project (BO-CEC) at Colorado State University produced a series of career education curriculum guides that fuse career concepts with academic subjects at elementary and junior high school levels. The units in these guides supplement and reinforce the usual classroom instruction in English, mathematics, and social studies at the same time as they introduce information. A Business and Office Careers Course Guide for use in grades 7-9 has also been prepared.

All BO-CEC guides are available from the National Business Education Association, 1906 Association Dr., Reston, Va. 22091. More detailed information about the series can be obtained by writing to NBEA's publications director.

NORTHERN HIGH SCHOOL, 13271 Littlefield, Detroit, Mich. 48227.
Contact: Ingrid Dooms, teacher of mathematics.

Dooms was one of the teachers who participated in the testing of the BO-CEC math units. She reported that students say the BO-CEC materials have improved their math skills and helped them to learn of many job possibilities, many of which they previously did not know existed.

KELLY JUNIOR HIGH SCHOOL, 24701 Kelly Rd., East Detroit, Mich. 48021.
Contact: Craig Minbiole, chairman, English Department.

Minbiole was one of the teachers who assisted in the testing of the BO-CEC English Resource Guide. He reported that in a survey of his students 84 percent said they had enjoyed working with the BO-CEC units; 89 percent said they had learned new and valuable information about various careers; and 80 percent said that the integrated format helped them learn English while they were learning about careers. In both grammar and mechanics, the units served as supplemental reinforcement materials while adding a motivational dimension to the English topic on which instruction was being focused.

The National Business Education Association is making other contributions to the strengthening of career education in secondary schools. An example of this active concern is the program it has developed for career exploration in the area of business ownership and management for use with students in grades 7-9. The goals of this program are to make students aware of (1) the problems that business owners must solve, (2) the means available to them for finding solutions, (3) the demands that are made upon business owners, and (4) the emotional reward that comes with a job well done. More details about this program can be obtained from NBEA headquarters at the address given on page 7.

■ Human Relations in Business. People have strong feelings about their personal rights on the job; they expect to find satisfying work; they often have attitudes that run counter to job requirements. Business educators, particularly those who are placing their students on jobs and keeping in contact with them, are finding it necessary and desirable to provide instruction in a number of human relations areas seldom covered in course guides. This instruction needs to be organized and presented in units such as:

- ✓ Contemporary employment and job tenure practices
- ✓ Review of court decisions concerning equal opportunity employment
- ✓ Typical career ladders and lattices for finding satisfying employment
- ✓ Communications that avoid sex stereotyping
- ✓ Working in a modern office environment.

WASHINGTON AND LEE HIGH SCHOOL, Arlington, Va. 22210.
Contact: Richard Greene, coordinator of vocational office training.

Greene sets aside class time on Fridays for his cooperative business students to discuss topics such as those just listed as well as others that deal with human relations. He makes certain that attention is given to a vigorous and open class discussion of employer and employee rights, equal opportunity employment, and other contemporary influences on the business relationships. In addition, he invites employers and employment counselors to meet with the class and present their views and give their advice to young people soon to enter the world of work.

■ Metrication. Typing and secretarial teachers must now include practice in typing metric symbols and notation. Teachers of business math, bookkeeping, and recordkeeping must show students how to prepare sales slips and other documents that involve metric measures. Office management and office procedures courses should include topics such as the

relationship between metric and our traditional units of measure, the preparation of dual sets of measurements for manufactured goods, procedures for the transition to the metric system, and employee training programs. Students will also need to become more proficient in handling decimal fractions, as they work with metric units by hand and with the electronic calculator.

In the survey referred to earlier, the percent of city supervisors who reported the teaching of selected topics or units relating to metrication were:

Unit Topic	Frequency
• Thinking metrically	46%
• Introduction to the metric system and conversion procedures	38%
• Problems to be considered in the transition to metric system	31%
• Employee training for the metric transition	15%

There are two sources of information that can be especially helpful to business education teachers who wish to include metrication materials in their courses:

METRIC EDUCATION PROJECT, Center for Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, Ohio 43210.
Contact: Gloria Cooper and Joel Magisos.

The Metric Education Project has planned six units on metrics for use by business teachers who are training clerk-typists, typists, stenographers, secretaries, data processors, and general office employees.

BUSINESS EDUCATION FORUM, December 1973, National Business Education Association, 1906 Association Dr., Reston, Va. 22091.

This issue of the NBEA publication contains articles on five topics: current status of metric conversion, metrication in business and industry, effects of metrication on consumers, metrication activities in education, and how business teachers should plan for metrication.

Recordkeeping. In business education programs, increased attention is being given to recordkeeping, as distinguished from bookkeeping and accounting. In commenting on a statewide curriculum updating project he is directing, Hobart H. Conover, chief of the Bureau of Business Education in the New York State Department of Education, said:

> Revised recordkeeping programs...stress the separate subsystems such as cash receipts, cash payments, inventory, data collection, processing and summarizing for payroll. Many jobs exist that require skills in only one of these subsystems.

NORFOLK PUBLIC SCHOOLS, 800 East City Hall Ave., Norfolk, Va. 23510.
Contact: Louise C. Loughran, supervisor of business education.

Loughran says that the recordkeeping course in Norfolk schools meets four needs:

- ✓ It is a general elective course open to all students;
- ✓ It fulfills students' personal-use requirements, and provides basic recordkeeping and accounting skills for non-office occupations;
- ✓ It is a bridge at the 10th grade level between the 9th grade general business course and vocational block programs such as clerk-typist, clerical ac[illegible]unting, and data processor; and
- ✓ It prepares students for office [illegible]do not require extensive double entry theory.

■ Vocational Youth Organizations. To a greater extent than any other curriculum field, business education makes participation in student organizations an integral part of its instructional scheme. While the three major organizations are not new on the scene, their actual and potential contributions to students' occupational development are so substantial as to justify their being mentioned in any discussion of contemporary business education programs.

FUTURE BUSINESS LEADERS OF AMERICA, 1906 Association Dr., Reston, Va. 22091.

A few excerpts from Guidelines for FBLA sponsors published by the Oregon Board of Education illustrate the kinds of learning experiences in which FBLA members are likely to become involved.

Activity: Local community is surveyed to determine job-entry requirements and standards in an occupation of specific vocational interest to group members.

Processes: Once the general standards of competence are determined, the group should assess the vocational training they are receiving in class to see where it needs improvement and/or change. The group will next assess student performance, attitude, and effort, and recommend desired student improvement.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, 200 Park Ave., Falls Church, Va. 22091.

Last year National DECA, in cooperation with the General Federation of Women's Clubs, again sponsored a Civic Consciousness Project for local chapters. Second-prize winner was the Fort Lauderdale High School chapter, whose project was titled "HISTORY: The Timeless Vortex of Awareness." In its project, the chapter worked to alert the residents of Broward County and the City of Fort Lauderdale that much of their history is slipping away unrecorded but that much could be captured through an oral history program in which reminiscences are recorded on tape.

OFFICE EDUCATION ASSOCIATION, 1120 Morse Rd., Columbus, Ohio 43229.

A student member of a conference in which OEA participated made the point, "I think that the classrooms are going to teach you the skills--the youth organization will help teach you how to use those skills."

Individualizing Teaching and Learning. Efforts to make course content and teaching methods effectively serve the varied needs and interests of individual learners are widely evident in the business education field. Notes on curriculum patterns and practices in three schools will illustrate the numerous ways in which such individualization is being pursued.

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DOMINICAN HIGH SCHOOL, 9740 McKinney, Detroit, Mich. 48224.
Contact: Mary Pascoe, coordinator of the Independent Learning Center.

Mary Pascoe opens her business law course by discussing a suggested list of topics for the course, which the students are encouraged to modify by adding areas they wish to have included and by eliminating those for which they feel little need. The agreed-upon topics are likely to include such areas as minors' rights, insurance, leases, and contracts.

At the beginning of each unit, students identify what they wish to learn about that topic, and agree with the teacher on how they will go about their learning. As the end of the unit approaches, students select their own methods of evaluation, with the choices usually including such possibilities as an oral report or interview, group role-playing, a term paper, and a written test. The class is also permitted to determine when, within a given span of days, the evaluation is to take place.

At the end of the course, students grade themselves through written reports and personal interviews. Students who do not finish the course are given an "incomplete" and some appropriate fractional credit for the work they have done. Subsequently, they may choose to complete the course or to let the partial credit stand.

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DREHER HIGH SCHOOL, 701 Adger Rd., Columbia, S.C. 29205.
Contact: Sara Malley, administrative intern.

Dreher's individualized program in typing was developed cooperatively by the teachers in the Career Education Department. It utilizes a textbook and a series of teacher-constructed AIMS (Applied Instructional Modules). All students work together on AIMS 1-30, in which they learn the keyboard, but from AIM 31 on they work individually. On entering the classroom, the student encounters stacks of assignment sheets from which he selects the sheet for his current AIM and goes to work. Some students produce several AIMS in a class period; others may produce only one. Here are some examples of AIMS:

AIM 114 — Read "Using Aligning Scale."
Read the information on form cards.
Practice as instructed in your book.
Type Jobs 114.1 and 114.2 as directed in your textbook.

AIM 116 Take two five-minute timings on the Speed Drives.

The Career Education Resource Center, staffed by an aide, is available all day for students to practice during their unscheduled time or lunch periods.

As in all individualized programs, attractive features of the AIMS system are that students progress as fast as their talents permit and that less capable students do not experience the frustration that comes from being forced to move to difficult assignments before they have mastered basic skills.

Two References

Changing Methods of Teaching Business Subjects. Tenth Yearbook, National Business Education Association. Washington, D.C. 1972.

This Yearbook brings together the findings of research and of practical application as they apply to methods of instruction. Plans for curriculum organization such as cooperative education and intensive laboratory programs are discussed as well as new teaching techniques in the various subject-matter areas within the field of business education.

"NOBELS: A Summary Report." Business Education Forum 25: 3-6, February 1971.

This article presents briefly the findings of a USOE-funded research study titled "A New Office and Business Education Learning System" (NOBELS). The study proposes a comprehensive program of curriculum development, including appropriate preparation for current and emerging business and office careers and mechanisms for continual updating of the curriculum in response to changes on occupational opportunities and requirements. A fuller report on the NOBELS project can be obtained from the ERIC Documentation Reproduction Service, NCR Company, 4936 Fairmont Ave., Bethesda, Md. 20014.

KUDOS...This discussion of business education programs in secondary schools was prepared by HARRY HUFFMAN, professor of business education in the Department of Vocational Education at Colorado State University, and CLYDE W. WELTER, an associate professor on the staff of the Department of Vocational and Career Development at Georgia State University. Professor Huffman was the director and Professor Welter the curriculum specialist for the HEW-sponsored Business and Office Career Education Project, referred to in the text as BO-CEC. The interest and active assistance of O.J. BYRNSIDE, Jr., executive director of the National Business Education Association, also contributed substantially to the development of this issue of the Curriculum Report.

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